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ABSTRACT

This study was conducted to develop a process for identifying the effects of vocational education research and development projects and activities and to identify the effects of selected research projects on the vocational, technical, and adult education programs and students in Wisconsin. Technical and adult education faculty and staff who had participated in 15 research and development projects were interviewed on site, and questionnaires were mailed to other such faculties. A total of 48 questionnaires were used, with a 46 percent return rate. Analysis of data collected showed that most of the projects had been successful and that results or products developed were still in use. The study concluded that the following characteristics are needed in order to have a successful research and development project: (1) clearly defined objectives, definitions, and procedures; (2) strong support from the administration; (3) adequate support staff; (4) adequate start-up time; (5) good communication among project staff members; (6) a project director who is involved from the beginning of the project; and (7) acceptance of the project within the district. (KC)

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Menomonie, Wisconsin 54751

July, 1982

A Model for Assessing the Impacts of Vocational Education Research Activities on Vocational Education Practices

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A Model for Assessing the Impacts of Vocational Education Research Activities on Vocational Education Practices

William Cotter

July, 1982

The research reported herein was performed pursuant to a grant or contract with the Wisconsin Board of Vocational, Technical and Adult Education, partially reimbursed from an allocation of Federal funds from the U.S. Office of Education, U.S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official State Board or U.S. Office of Education position or policy.

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CHAPTER I

SUMMARY, PURPOSE AND OBJECTIVES

Summary.

The purpose of this study was:

1. To develop a process for identifying the impacts of vocational education research and development projects and activities.

2. To identify the impacts of selected research projects on the vocational, technical and adult education program and students within the State of Wisconsin.

The population for this study consisted of Wisconsin Vocational, Technical and Adult Education faculty and staff who have participated in research and development projects during the time period of 1970 through 1980.

The procedure used for acquiring data for this study consisted on on-site interviews at four VTAE districts and a mailed survey instrument. During each on-site visit, four projects were examined with the exception of one where three projects were reviewed for a total of 15. Four survey instruments were mailed to the 12 districts not involved in the interview process for a total of 48 questionnaires sent. Twenty-two questionnaires were returned and analyzed for a 46 percent response rate. Four additional questionnaires were received late; however, these did not significantly alter the results obtained from the earlier group. The study and the resulting information was conducted during the time period of January, 1982 through June, 1982.

Vocational education research and development projects examined during the course of this study have had an impact on the VTAE programs,

students and activities in the State of Wisconsin. From the analysis of the data obtained via the on-site interviews and the mailed survey instrument the following statements are made regarding the impacts of vocational education research and development projects.

- The project had the intended effect on the target population in most instances.
- The majority of individuals involved with research and development projects felt their project could be implemented in other locations with reasonable expectations of comparable results.
- Participation in a research and development project has had a positive impact on the professional growth and development for those involved in these projects.
- The results or products of the majority of research and development projects examined are still in use to some degree.

The type of assistance required during the planning stage of vocational education research and development projects specified most often were:

- More time
- Obtaining information related to project
- Budget development
- Proposal writing
- Research design and statistics

Factors that could impede the progress of vocational education research and development projects which were rated as the most serious were:

- Insufficient time
- The large volume of work in the allotted time
- Lack of flexibility built into the project

The following statements were designated as the most important project characteristics associated with successful vocational education research and development projects. A successful project was identified as one that provided a useful product that influenced the intended user:

- Clearly defined objectives, definitions and procedures
- Strong support from the administration
- Adequate support staff (clerical, printing, etc.)
- Adequate amount of time for start-up activities
- Good communication among project staff members
- Project director must be involved from inception
- Acceptance of the project within the district

Purpose.

The purpose of this study was to develop a process for identifying the impacts of vocational education research and development projects and activities. Before impacts can be identified, a process or format that can be used in the identification of impacts should be created. Flieschman and Willette (1980) reveal that "despite the use of demonstration projects as a mechanism for encouraging change and improvement in vocational education for about ten years, few resources are available to assist in documenting and measuring impact." (P. 28.) Development of a process for identifying the impacts of vocational education research and development projects will provide guidelines specifying intended and actual impacts.

It was also the purpose of this study to identify impacts of selected research projects on the Vocational, Technical and Adult Education programs and students within the State of Wisconsin. Projects completed at each of the 16 VTAE districts in Wisconsin were examined for their impact on the programs, students, and activities. This type of examination for impact at the local (district campus) level according to Cheney-Stern and Phelps (1980) is desirable instead of regional, state or national levels.

Objectives.

This study was designed to achieve the following objectives:

1. Develop a process for identifying the impacts of vocational education research and development projects and activities.
2. Identify impacts of selected research and development projects on the VTAE programs, students, and activities.
3. Identify types of assistance needed during the planning stage of research and development projects.
4. Identify factors which can impede the progress of implementing research and development projects.
5. Identify project characteristics associated with successful research and development projects.

STATEMENT OF THE PROBLEM

Need.

The Vocational Education Act of 1963 authorized ten percent of vocational education monies to be used for research, exemplary and curriculum development projects for program improvement in vocational education. The Vocational Education Amendments of 1968 continued this authorization of funds and provided for the Research Coordinating Units (RCU's) to become permanent.

In 1976, the Committee on Vocational Education Research and Development (COVERD) reported that vocational education research and development of the past ten years had not had documented widespread impact. This committee's primary purpose was to review and assess vocational education research and development and provide information and recommendations for policy changes to legislators/policy makers for the improvement of vocational education research and development.

Miller and Miller (1974) reported that "statistical evidence about the impact of programs funded under the research and development portions of the Vocational Education Act of 1963 and the Amendments of 1968 (VEA) was sparse at best. In many of the more recent programs, the impact has barely begun to emerge; and, in the earlier programs, it was difficult to determine." (P. 54)

With the expenditure of federal dollars and the apparent lack of documented evidence of impact from research and development projects, provisions to rectify this situation were introduced in the 1976 Educational

Amendments. Section 131 of the Education Amendments of 1976 states:

> "No contract shall be made pursuant to Subsection (a) (Research) unless the applicant can demonstrate a reasonable probability that the contract will result in improved teaching techniques or curriculum materials that will be used in a substantial number of classrooms or other learning situations within five years after the termination of such contract."

In order for legislators/policy makers to continue funding vocational education research and development activities, these projects must show impact on vocational education programs and students. "Accurately reporting the impact of past projects could be of great importance in the policy decisions that are to be made each year, both at the State and at the Federal level." (Miller and Miller, 1974, p. 57.)

A process that can be used in the identification of these impacts needs to be developed in order that funds spent can be proven to have an effect on vocational education programs and students. Halperin (1981) feels that too little time and attention is spent on assessing the impact of a given act on education or learning. One of the conclusions disclosed in the study conducted by Miller and Miller (1974) was that few people have become involved with impact research. Since this time, several studies have been completed regarding impact research; and, according to Hull (1980), they have focused on the RCUs' activities with very few investigating research products. To become accountable for money spent on research, exemplary or curriculum development projects' impacts from these activities have to be identified; for without it, there is little chance to examine the effect these projects have on vocational education.

REVIEW OF LITERATURE

Related Studies.

A review of literature disclosed several projects relating to the impacts of research and development activities on vocational education programs and services. The projects and their findings as they relate to this study will be examined, including national and statewide studies conducted through the Research Coordinating Units (RCUs).

American Management Center (1972) conducted a study to appraise the impact of vocational education research on educational practices in Pennsylvania. Research and development projects examined were funded by the Pennsylvania RCU during 1965-72. The results indicated a positive effect on vocational-technical educational practices from the projects administered by the RCU; however, the impacts were limited primarily to the local level. Individuals participating in research projects reported a slight positive change in attitude with interpersonal changes being the most positive. Factors which had the most influence on the outcomes among all projects examined were adequacy of RCU funding, type of assistance received, and external and internal influences.

The primary conclusion of the Miller and Miller (1974) Baseline Project was "that research and development funding has begun to make significant inroads into vital areas of knowledge, both about vocational education and about manpower needs." (P. 5.) It was also noted that $250 million was provided for research and development in vocational education during the 1965-74 time period with a majority spent on career education.

Examining the impact of vocational education research and exemplary projects funded by the RCU and Department of Public Instruction (DPI) in

Wisconsin during 1966-73 period, McCaslin and Walton (1974) arrived at the following conclusions. One-half to two-thirds of the respondents expressed that their results, products, processes or procedures of their studies were still being utilized. However, they found little awareness of research and development projects in other districts. They also observed that RCU-funded projects had moderate to substantial impact while DPI-funded projects had moderate and, possibly, substantial impact.

The Development Associates' (1975) study reported little impact on students in their effort to evaluate the effectiveness of the first round of federally-administered exemplary projects. In projects where students were positively affected, they noticed that more money was spent on fewer students. It was also noted that the stated objectives did not match the performance activities and the definition of key terms or concepts were lacking consistency and precision. They were also disappointed in the number of projects that were continued after the funding had expired.

The Committee on Vocational Education Research and Development (COVERD) in 1976 discovered similar results as those found in the Development Associates' study. They concluded that vocational education research and development had little impact on students due to shifting priorities, poor coordination and the geographic apportionment of funds. The Committee also noted that the projects failed to measure impact and failed to clarify issues. The overall conclusion of the committee was that during the past ten years, vocational education research and development has not had widespread documented impact.

The Rand Report (1975) identified several characteristics that were associated with superior projects when examining federal programs supporting educational change. All projects that were labeled "better" had good project directors and used locally-developed materials. They found it very beneficial for projects to have explicit and long periods of planning and thought it desirable to include the school building personnel as soon as possible. Projects that were found to have these characteristics generally faired better than those without.

Ramp (1976) examined research and development projects funded by the Illinois RCU to determine the extent of product use, professional development of project personnel, and the effectiveness of the RCU. He found that 93 percent of the projects were in use to some degree at the local, state, or national level; and three-fourths of the project personnel indicated that their involvement in a funded project was beneficial to their professional careers. It was also noted that local school leaders' knowledge of all funded projects by the Illinois RCU was generally low.

In determining the long-range impact of vocational education exemplary projects funded by the Vermont RCU during 1970-77, Gustafson and LaForte (1977) found, as did the Rand Report, that programs with efficient directors had a positive effect on project outcomes. Their findings indicated 52 percent of the projects continued after funding had ended while 17 percent of the projects were considered to have impact on other schools. They also implied that, for a more identifiable impact on the students to come about, the student population has to be small and well defined.

One method of determining impact of research and development projects is to review how the product or results of the projects are utilized. Hull (1980) examined the use of 16 vocational education products; and from those who responded to his study, 93 percent indicated reading the product, 75 percent studied and referenced the product, 89 percent said they would use it again, while 25 percent were not currently using the product in question. The products or results studied were used quite extensively with students; 72 percent of the respondents designated that they either used the product with students or were planning to do so. The users of the 16 research and development projects mentioned that improved teaching efficiency, student competency, and planning and/or accountability were some of the benefits occurring from product utilization.

Developing procedures for assessing the impact of vocational education research and development efforts on vocational education in Illinois was the purpose of Project Impact (1980). Their conclusions indicate that the best time to assess impacts varies greatly due to some impacts occurring immediately while others occur later. The intended impacts can also change during the life of some projects so it is necessary to keep the intended impacts updated and revised during the entire project. They also suggested that external and internal evaluators be utilized throughout the course of the project.

The only local project examined for this study identified the impacts participation in externally-funded projects had on the programs and services at the University of Wisconsin-Stout. Types of support services and resources required for further participation in such projects were

also identified. Cotter (1981) found that participation in externally-funded projects by the University of Wisconsin-Stout staff provided them the chance to keep up to date in their respective areas and gave them the opportunity to communicate with a variety of people. Other impacts participants cited were: Provided state and national exposure, acquired a feeling of satisfaction, and helped to instill professional credibility. Lack of time and staff and the red tape or paper work were found to be the most noted factors which hinder the involvement in future projects. The type of help required by the respondents to continue their involvement in future projects were: Assistance with budgets and research and design statistics, recognition from administration, seed money, and information on where funding is available.

Summary.

In summarizing, the majority of studies examining the impacts of research and development projects on vocational education programs and services have concluded that impacts have occurred to some degree. The related studies indicate that projects having more impact contained certain characteristics that may have influenced their success. In several studies, projects identified as better had good or efficient directors. Other project characteristics in which impacts were more identifiable were when the population was small and well defined, and when the cost per student ratio was high. Materials developed locally was another trait related to successful projects. The related studies also indicated that long planning periods were needed for research projects to become successful, and it was also suggested that individuals associated with the project be included as soon as possible.

DEFINITION OF TERMS

Activities - Vocational education procedure designed to stimulate learning by firsthand experience or observation, experiment, inquiry and discussion.

Curriculum Development Projects - Projects designed for the development and dissemination of vocational education curriculum.

Exemplary/Innovative Projects - Project which develops a creative, appropriate, and/or specially designed process/product aimed at satisfying a local educational need.

Impact - Measurable changes/influence resulting from the introduction of a research and development product into the environment of an educational system. Changes/influences can be positive or negative, immediate or subsequent, and intended or actual.

Product - Results from research and development projects usually in the form of reports or materials which can be used in vocational education.

Program - Plan of study for an individual student over a given period.

Projects - Vocational education activities funded from Public Law 94-482, Section 131, 132, 133 or any similar section from previous legislation.

Research and Development (R&D) - Applied studies administered through state or federal agencies for the purpose of improving programs in vocational education.

Research Projects - Critical and exhaustive investigation to discover new facts by experiment, development or pilot programs for the purpose of vocational educational program improvement.

Student - An individual enrolled in a class in the vocational, technical, and adult education system.

CHAPTER II

APPROACH

Introduction.

Studies that have previously been conducted concerning the impact of vocational education research and development indicate both: that little documented impact has resulted from vocational education research and development and that impact has occurred to some degree in other similar studies. The variations in findings of the related studies reviewed could be attributed to the definition of impact used or the methodology utilized in acquiring data. With the definitions of impact varying from one study to another, it is difficult to compare the results of one study to other similar studies. The purpose of this study was:

1. To develop a process or method for identifying the impacts of vocational education research and development, curriculum development and innovative projects and activities.

2. To identify the impacts of selected research projects on the vocational, technical and adult education programs and students within the State of Wisconsin.

In an effort to contact the VTAE Research and Planning administrators and obtain input concerning the research design and procedures to be used for this study, a short presentation was given at the February 11th, 1982, Research and Planning Committee meeting in Madison. The presentation included the rationale and purpose of the study, methods to be used in obtaining data, and the projected results. The questions that were raised and the information received from this presentation were incorporated throughout this study.

Population.

The population of this study was comprised of Wisconsin Vocational, Technical and Adult Education faculty and staff who have directed or participated in vocational education research and development projects during the time period of 1970 through 1980. Vocational education research and development projects were identified with the assistance of Roland Krogstad, Bureau of Research, Professional and Student Development and by referring to "Bits About Research", a newsletter published by the Research Coordinating Unit (RCU) of the Wisconsin Board of Vocational, Technical and Adult Education. Roland Krogstad provided a statewide list of projects which indicated the title, date, district where projects were conducted, and the type of project; whether research, curriculum development, or exemplary in nature. The "Bits About Research" newsletter provided brief reports of selected projects conducted since the last newsletter. A few of the Research and Planning administrators from the VTAE districts were also contacted to identify additional projects when it was required.

Sample.

Four projects were selected from each of the sixteen VTAE districts in Wisconsin for participation in this study. The criteria for the selection of projects was based on:

1. The year(s) in which the project was conducted.

2. The type of project, research, curriculum development or exemplary.

Projects were selected from the following fiscal years: 1970-71, 1975-76, and 1979-80. Projects were chosen from each year, except when no projects were conducted so that both immediate and subsequent impacts could be identified. Projects were selected in reference to their type, research, curriculum development or exemplary in order to provide a cross section of

the various projects and their resulting impacts. In the event that it was impossible to contact the project director or the individuals directly involved with the selected projects, alternate projects were furnished. The Research and Planning administrators were also given the opportunity to add projects that might have been overlooked provided they were conducted in the fiscal years specified. There were two projects added by the Research and Planning administrators that were not on the list from the 16 selected for the interview process. Since the questionnaires were to remain confidential, unless the individuals identified the project on the returned questionnaire, it was difficult to determine if other projects were substituted. However, ten of the returned questionnaires were identified with the remaining questionnaires falling into the years specified. It was therefore assumed that the majority of the remaining questionnaires not identified were from the list of projects initially identified for investigation for this study.

Survey Instrument.

Two methods were employed to acquire data needed to develop a process for identifying the impacts of vocational education research and development and to identify the impacts of selected research projects on the VTAF programs and students: the interview process and a mailed survey instrument. The instrument for the interview process (See Appendix A) was developed by the writer utilizing the survey instrument from the 1981 study by William Cotter, Impacts of Participation in Externally-Funded Projects on the University of Wisconsin-Stout's Programs and Services, as a foundation. The related studies that were reviewed and their instruments were also used in the development of the interview instrument. Dr. Orville Nelson, Co-Director of the Center for Vocational, Technical and Adult

Education (CVTAE), reviewed the instrument and his suggestions were incorporated into the final form. The mailed survey instrument (See Appendix B) was also developed by the writer using the interview instrument as a base and incorporating the information obtained during the interviews. Dr. Nelson critiqued the mailed survey instrument, and his comments and suggestions were put to use in the final form.

Procedures

The procedures utilized in acquiring data for this study were seperated into two phases. The first phase consisted of on-site interviews at four VTAE districts. The dates of the interviews and the districts involved were:

January 26, 1982	District One Technical Institute, Eau Claire
March 11, 1982	Gateway Technical Institute, Racine and Kenosha
March 12, 1982	Milwaukee Area Technical Institute, Milwaukee
March 19, 1982	Western Wisconsin Technical Institute, La Crosse

The Research and Planning administrators for each of the four districts involved in the interview process were given a list of projects either by mail or telephone with alternates, and were asked to set up a schedule for interviewing the project director or the individuals involved with each study. (See Appendix A) During each on-site visit four projects were examined with the exception of Western Wisconsin Technical Institute where three projects were reviewed.

The second phase of the data collection procedure was accomplished with the use of a mailed survey instrument. The survey instrument and two cover letters (See Appendix B), one for the Research and Planning administrator and one for the person filling out the questionnaire, were sent to

the Research and Planning administrators in the remaining twelve VTAE districts. The Research and Planning administrators were provided a list, in the cover letter, of four vocational research and development projects and were asked to dispense the questionnaire with the appropriate cover letter to the director of the project or the individuals involved.

The survey questionnaire and the two cover letters were mailed on April 20, 1982, to twelve VTAE districts. Each mailing included four questionnaires for a total of forty-eight. The Research and Planning administrators were contacted on May 10th, 11th, and June 1st, 1982 via the telephone for the purpose of followup. Twenty-two questionnaires were returned for a 46 percent response rate, one questionnaire was returned unanswered. Four additional questionnaires were received late, one of these was also returned unanswered. These additional questionnaires, however, did not significantly alter the results obtained from the original group.

Time Schedule

The study and the analysis of the data were conducted during the time period of January, 1982 to June, 1982.

Data Analysis

Data from the mailed survey instruments were processed using the University of Wisconsin-Stout, Center for Vocational, Technical and Adult Education (CVTAE) computer and computer software. The analyzed results were then utilized by the writer for use in this study.

CHAPTER III

RESULTS

Introduction

The results reported in this chapter follow the sequence of the outlined objectives. This corresponds to the mailed survey instrument which was developed to include four areas associated with research and development projects: planning, implementing dissemination/use and project characteristics. These four areas relate to the outlined objectives as shown below.

Planning - Objective 1 - Identify types of assistance needed during the planning stage of research and development projects.

Implementing - Objective 2 - Identify factors which can impede the progress of implementing research and development projects.

Dissemination/Use - Objective 3 - Identify impacts of selected research and development projects on the VTAE programs, students, and activities.

Project Characteristics - Objective 4 - Identify project characteristics associated with successful research and development projects.

The findings reported in this chapter are based on two methods utilized for acquiring data: personal interviews and a mailed survey instrument. Fifteen projects were examined during the on-site visits to four VTAE districts; these included four curriculum development projects, six exemplary projects, and five research projects. The fiscal years in which the fifteen projects were conducted included five from 1970-71, six from 1975-76 and four from 1979-80 providing a good mixture of projects in respect to the category and fiscal year.

The results of the mailed survey instrument reported in this chapter are listed in respect to the category of projects and the fiscal year in which they were completed. The data analyzed from the questionnaires is based on four curriculum development projects, 11 exemplary projects, and six research projects for a total of 21 projects. Four additional projects were returned late and fed into the computer to compare their responses to the original group. These additional questionnaires did not significantly alter the results found earlier. It was also the intent of the writer to report the findings of the mailed survey instrument in respect to the fiscal years the projects were conducted; however, no responses were received on projects conducted during the 1970-71 fiscal year. There were 11 projects from the 1975-76 fiscal year and nine projects from the 1979-80 fiscal year with one individual not specifying the year of the project. The findings of the mailed survey instrument, therefore, will be reported in respect to: the two fiscal years and the category or type of project.

Planning

Table one indicates that "administration" and the "project director" were identified most often with being the source for the project idea. Overall, local personnel were listed 80 percent of the time in the questionnaire as the originator of the project idea compared to a 60 percent response of the individuals interviewed. The respondents that selected "other" listed: it was required, and a AV specialist as other sources.

TABLE 1

ORIGIN OF PROJECT IDEA

Source	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
Project Director	3	19	4	31	1	13	5	29	1	17	7	23
Research and Planning Personnel	1	6	1	8	1	13	0	0	1	17	2	6
Staff	3	19	2	15	1	13	2	12	2	33	5	16
Admin-istration	7	44	3	23	4	50	6	35	1	17	11	35
Outside Source	1	6	2	15	1	13	3	18	0	0	4	13
Other	1	6	1	8	0	0	1	6	1	17	2	6

"Co-workers" and "Research and Planning Personnel" were cited as individuals providing the most assistance in planning the project. LVEC's were listed as another source of assistance by one of the respondents. (Table 2)

TABLE 2

PLANNING ASSISTANCE

Source	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
Research and Planning Personnel	3	23	5	38	3	50	3	20	3	50	9	33
Co-workers	4	31	6	46	1	17	8	53	1	17	10	37
Advisory Committee	2	15	0	0	1	17	0	0	1	17	2	7
Outside Source	4	4	1	8	1	17	3	20	1	17	5	19
Other	0	0	1	8	0	0	1	7	0	0	1	4

These results correspond to the information obtained during the interviews where the "Research and Planning Personnel" and "co-workers" were mentioned as offering the most assistance in planning the project.

Table 3 reveals that a little over half of the projects included an evaluation component during the planning stages to measure impact.

TABLE 3

EVALUATION COMPONENT INCLUDED IN THE PLANNING STAGES

Evaluation Included?	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NO	4	36	5	56	0	0	8	73	2	33	10	48
YES	7	64	4	44	4	100	3	27	4	67	11	52

Twenty-seven percent of the exemplary projects reported that an evaluation component was included in the planning stages of the project differentiating this category from curriculum development and research where 100 percent and 67 percent reported respectively that an evaluation component was included in the planning stages.

Table 4 indicates that the objectives or specific outcomes were clearly and carefully planned in 90 percent of the projects.

TABLE 4

PLANNING OF OBJECTIVES

Clear Objective	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NO	0	0	1	11	0	0	1	9	0	0	1	5
YES	11	100	7	78	4	100	10	91	5	83	19	90
OMIT	0	0	1	11	0	0	0	0	1	17	1	5

Table 5 indicates that forty-three percent of the respondents to the questionnaire noted that other projects or products did develop which were not initially planned as a result of the original project in which they participated. This corresponded to 60 percent of the interviewees specifying that other products were developed as a direct result of their project which were not originally planned.

TABLE 5

UNANTICIPATED PRODUCTS

Unanticipated Projects	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NO	7	64	4	36	3	75	4	36	5	83	12	57
YES	4	44	5	56	1	25	7	64	1	17	9	43

Table 6 indicates that the majority of the respondents, 76 percent, have been involved with previous research and development projects prior to the one investigated by this questionnaire.

TABLE 6

PREVIOUS INVOLVEMENT WITH PROJECTS

Number of Previous Projects	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NONE	2	18	0	0	0	0	2	18	0	0	2	10
1-2	1	9	0	0	0	0	1	9	0	0	1	5
3-4	0	0	0	0	0	0	0	0	0	0	0	0
5-6	1	9	1	11	1	25	0	0	1	17	2	10
7 or more	7	64	8	89	3	75	8	73	5	83	16	76

Table 7 reveals that seventy-six percent, or 16 of the respondents, indicated that there was a plan included in the project proposal for disseminating the results of the project. Comparing the two fiscal years examined there was an increase in the number of respondents indicating that a plan for disseminations was included in the project proposal 64 percent in 1975 76 to 89 percent in 1979-80.

In reference to the type of project, 100 percent of the research project respondents noted that a plan for dissemination was included while 75 percent of the curriculum development project respondents and 64 percent of the exemplary respondents indicating that it was included.

TABLE 7

DISSEMINATION PLAN IN PROJECT PROPOSAL

Dissemination Plan?	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NO	4	36	1	11	1	25	4	36	0	0	5	24
YES	7	64	8	89	3	75	7	64	6	100	16	76

Table 8 shows that seventy-one percent, or 15 of the respondents, indicated that a specific target population was identified for using the results or materials from the project. There was an increase from 64 percent in 1975-76 to 89 percent in 1979-80 in the number of respondents indicating a specific target population with a slight variation apparent among the different categories.

TABLE 8

IDENTIFICATION OF TARGET POPULATION

Target Population	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NO	1	9	0	0	0	0	1	9	1	17	2	10
YES	7	64	8	89	3	75	7	64	5	83	15	71
OMIT	3	27	1	11	1	25	3	27	0	0	4	19

Table 9 denotes that 48 percent of the respondents to the questionnaire indicated that students were not the primary target population for their project. Seventy-five percent of the curriculum development projects indicated students as the target population while 18 percent of the exemplary projects and 17 percent of the research projects specified the students as the target population.

TABLE 9

STUDENTS AS TARGET POPULATION

	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NO	4	36	6	67	1	25	5	45	4	67	10	48
YES	5	45	1	11	3	75	2	18	1	17	6	29
OMIT	2	2	2	22	0	0	4	36	1	17	5	24

Assistance Needed During Planning Stage

Questions 10-21 of the survey instrument pertains to the type of assistance needed during the planning stage of the research and development project. (Table 10) The statements (assistance) receiving the highest ratings were:

	Assistance	Mean	S.D.
1.	More time	3.52	1.21
2.	Obtaining information related to project	3.48	.81
3.	Budget development	3.33	.97
4.	Proposal writing	3.19	1.33
5.	Research design and statistics	3.10	1.30

TABLE 10

TYPE OF ASSISTANCE NEEDED DURING PLANNING STAGE OF PROJECT

ASSISTANCE	1975-76		1979-80		CURRICULUM DEVELOPMENT		EXEMPLARY INNOVATIVE		RESEARCH		TOTAL	
Statement	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
10. Proposal writing.	3.64	1.03	2.56	1.51	2.75	.96	3.55	1.37	2.83	1.47	3.19	1.33 ●
11. Budget development.	3.45	.93	3.22	1.09	2.75	.50	3.36	1.12	3.67	.82	3.33	.97 ●
12. Research design and statistics.	3.18	1.33	2.89	1.36	2.75	.96	3.00	1.55	3.50	1.05	3.10	1.30 ●
13. More support staff(clerical, etc.).	3.00	.77	2.89	.60	3.00	.82	3.00	.63	2.83	.75	2.95	.67
14. Better communication between research and planning personnel and project staff	2.64	1.50	1.44	.53	2.50	1.91	2.09	1.30	2.17	1.17	2.19	1.33
15. More cooperation from research and planning personnel .	2.45	1.29	1.56	.53	2.50	1.91	1.91	1.04	2.33	.82	2.14	1.15
16. More cooperation from co-workers/staff not involved in the project for their expertise.	3.00	.89	2.22	.97	3.50	1.29	2.36	.81	2.67	.82	2.67	.97
17. More support and recognition from administration. . . .	2.64	1.12	2.11	1.05	3.25	1.50	2.00	1.18	3.00	.63	2.52	1.21
18. More time	3.64	1.12	3.44	1.42	2.75	.50	3.64	1.50	3.83	.75	3.52	1.21 ●
19. More financial assistance	3.18	1.17	2.89	1.17	2.75	1.50	3.18	1.17	3.00	.89	3.05	1.12
20. Obtaining information related to project.	3.73	.79	3.11	.78	4.00	.00	3.73	.65	2.67	.82	3.48	.81 ●
21. Other*.												

* One individual marked other but did not specify what it was.

● Indicates high need.

RATING SCALE: 1 = NA = Not Applicable 2 = NN = No Need 3 = SN = Slight Need 4 = MN = Moderate Need 5 = HN = High Need

Variations from the total responses were in the curriculum development category where "more cooperation from co-workers/staff not involved in the project for their expertise" receiving a mean of 3.50 and "more support and recognition from administration" with a mean of 3.25 ranked second and third respectively. More cooperation from the research and planning personnel received the lowest rating from the total respondents.

The information obtained during the interviews corresponded to the survey that time was most often cited as the type of assistance needed.

Implementing

The next section of the questionnaire relates to the factors which could impede the progress of implementing research and development projects. (Table 11) The three factors receiving the highest ratings were:

	Factor	Mean	S.D.
1.	Insufficient time	3.33	1.06
2.	The large volume of work in the allotted time	3.24	1.18
3.	Lack of flexibility built into the project.	2.38	1.02

The only variation from the total responses occured in the research category where "lack of cooperation from outside sources" ranked in the top spot. The factor acquiring the lowest rating overall was "poor or outdated equipment."

TABLE 11

FACTORS WHICH CAN IMPEDE THE PROGRESS OF IMPLEMENTING RESEARCH AND DEVELOPMENT PROJECTS

FACTORS	1975-76		1979-80		CURRICULUM DEVELOPMENT		EXEMPLARY INNOVATIVE		RESEARCH		TOTAL		
Statements	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	
24. The large volume of work in the allotted time	3.36	.92	3.11	1.54	3.50	1.29	3.55	1.21	2.50	.84	3.24	1.18	*
25. Insufficient time	3.64	.81	3.00	1.32	3.50	.58	3.55	1.21	2.83	.98	3.33	1.06	*
26. Lack of flexibility built into project.	2.36	1.12	2.22	.83	1.75	.96	2.27	.90	3.00	1.10	2.38	1.02	*
27. Staff changes during project.	2.09	.83	1.78	.83	2.00	.82	2.09	.83	1.83	.98	2.00	.84	
28. The overall administration of the project	2.27	.65	1.78	.67	2.00	.00	2.18	.87	2.00	.63	2.10	.70	
29. Poor or outdated equipment.	2.09	.83	1.22	.67	2.00	.82	1.64	.92	1.83	.98	1.76	.89	
30. Lack of cooperation from outside sources.	2.55	1.29	1.89	.78	2.00	.00	1.82	1.17	3.17	.75	2.24	1.09	
31. Lack of knowledge in a specific area (task analysis, budgets, etc.).	2.09	.83	1.33	.50	2.00	.00	1.91	1.14	1.67	.82	1.86	.91	
32. Misinterpretation/lack of communication among staff members and other key people.	2.18	1.08	2.22	.83	2.00	.00	2.36	1.50	2.50	.55	2.33	1.11	
33. Project changes	2.00	.89	1.89	.78	2.25	.50	1.55	.82	2.67	.52	2.00	.84	
34. Other*													

* All omits

o Indicates serious factor

RATING SCALE: 1 = NA = Not Applicable 3 = SS = Somewhat Serious 5 = VS = Very Serious

2 = NS = Not Serious 4 = S = Serious

Dissemination/Use

In regards to how many districts the respondents felt could make use of the materials from their projects: 67 percent checked 12 or more, and only one selected none. (Table 12)

TABLE 12

ESTIMATED NUMBER OF DISTRICTS THAT COULD USE PROJECT RESULTS

	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
NUMBER	N	%	N	%	N	%	N	%	N	%	N	%
NONE	0	0	1	11	0	0	0	0	1	17	1	5
1-3	2	18	3	33	2	50	2	18	1	17	5	24
4-7	1	9	0	0	0	0	1	9	0	0	1	5
8-11	0	0	0	0	0	0	0	0	0	0	0	0
12 or more	8	73	5	56	2	50	8	73	4	67	14	67

Table 13 lists the number of staff members in the respondents' districts that are using the materials from their projects. One-three, four-seven, and 12 or more were all checked six times, or 29 percent of the respondents, indicating a fairly high use of the project materials among the district staff.

TABLE 13

USE OF PROJECT MATERIALS AMONG DISTRICT STAFF

NUMBER	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NONE	1	9	0	0	0	0	2	18	0	0	2	10
1-3	3	27	3	33	3	75	3	27	0	0	6	29
4-7	4	36	2	22	1	25	3	27	2	33	6	29
8-11	1	9	0	0	0	0	0	0	1	17	1	5
12 or more	2	18	4	44	0	0	3	27	3	50	6	29

Table 14 indicates that sixty-six percent of the respondents noted that their projects had impact on the staff, students, school or district for three or more years, while 14 percent denoted that it had had an impact for less than one year. Two of the three respondents specifying that their projects had had an impact for less than one year were from the fiscal year of 1979-80.

TABLE 14

LENGTH OF PROJECT IMPACT

No. of Years	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NA/Don't Know	1	9	2	22	0	0	4	36	0	0	4	19
Less Than One Year	1	9	2	22	1	25	0	0	2	33	3	14
1-2 Years	0	0	0	0	0	0	0	0	0	0	0	0
3-4 Years	5	45	2	22	2	50	3	27	2	33	7	33
5 or more Years	4	36	3	33	1	25	4	36	2	33	7	33

Table 15 examines the methods used for disseminating the results of research and development project. "Mail" was listed as the major source for the dissemination of the materials from the project with workshop/conferences ranked second. The four sources listed in "other" for disseminating the material were: practical application, dinner meetings, course for credit and staff members working in each of the districts secondary schools.

TABLE 15

SOURCE FOR DISSEMINATION

Source	YEAR		CATEGORY			TOTAL
	1975-76	1979-80	Curr. Dev.	Exemplary	Research	
Mail (Sending)	4	5	2	4	4	10
Mail (Request)	2	2	2	2	0	4
Workshop/ Conference	5	2	2	3	2	7
Resource Center VTAE	0	2	0	2	0	2
Resource Center USOE	1	1	1	1	0	2
Use in Teaching	1	3	1	3	0	4
Other	2	2	0	4	0	4

Table 16 indicates that the results of 16 of the 21 projects examined were still in use. Referring to the fiscal year of 1975-76, 73 percent of the results from the projects conducted during this time were still in use indicating that a majority of the projects were long lived.

TABLE 16

PROJECT RESULTS STILL IN USE

In Use	YEAR				CATEGORY						TOTAL	
	1975-76		1979-80		Curr. Dev.		Exemplary		Research			
	N	%	N	%	N	%	N	%	N	%	N	%
NO	2	18	0	0	0	0	1	9	2	33	3	14
YES	8	73	8	84	4	100	9	82	3	50	16	76
OMIT	1	9	1	11	0	0	1	9	1	2	2	10

Degree of Use or Impact

The following section of the questionnaire pertains to the degree of use or impact research and development projects have had as indicated by Table 17. Since only one individual responded to questions 47-52 the answers were omitted due to the low responses. The statements receiving the highest ratings were:

	Statements	Mean	S.D.
1.	The project had the intended effect on the target population.	3.81	.75
2.	The project could be implemented in other locations with reasonable expectations of comparable results.	3.67	.86
3.	Participation in a research and development project has had an impact on my professional growth and development.	3.52	1.33

TABLE 17

DEGREE OF USE OR IMPACT

IMPACT Statement	1975-76 M	1975-76 SD	1979-80 M	1979-80 SD	CURRICULUM DEVELOPMENT M	CURRICULUM DEVELOPMENT SD	EXEMPLARY INNOVATIVE M	EXEMPLARY INNOVATIVE SD	RESEARCH M	RESEARCH SD	TOTAL M	TOTAL SD	
40. The project had the intended effect on target population.	3.91	.83	3.78	.67	4.25	.96	3.82	.75	3.50	.55	3.81	.75	o
41. The project could be implements in other locations with reasonable expectations of comparable results	3.91	.94	3.33	.71	3.50	.58	4.00	.63	3.17	1.17	3.67	.86	o
42. The products or results of the project were readily made available outside the district	3.45	1.37	3.00	1.22	3.00	1.41	3.27	1.42	3.67	1.21	3.33	1.32	
43. Participation in a research and development project has had a positive impact on my professional growth & develop.	3.91	1.04	3.00	1.58	3.00	1.15	4.00	1.18	3.00	1.55	3.52	1.33	o
44. Participation in a research and development project has had an impact on the career opportunities of project staff	3.18	1.17	2.56	1.67	2.75	.96	3.27	1.42	2.33	1.51	2.90	1.37	
45. Participation in a research and development project has had a positive impact on my work.	3.27	.65	3.33	1.22	2.75	.50	3.73	.90	2.83	.75	3.29	.90	
46. Other* _____.													
47 - 52 #													

* One individual marked other - Positive impact on many secondary staff.

#NOTE: Only one person answered Questions 47-52.

o Indicates high degree

RATING SCALE: 1 = NA = Not Applicable 2 = L = Low 3 = M = Moderate 4 = H = High 5 = VH = Very High

An increase in professional growth and development was mentioned most often during the interviews corresponding to the statement ranked third by the questionnaire respondents. The variation from the total responses was in the research category where the top ranking statement was "products or results of the project were readily made available outside the district" receiving a mean of 3.67. The research projects reviewed during the interviews revealed similar findings in that their results were disseminated on a wider scale compared to the other two categories. "Participation in a research and development project has had an impact on the career opportunities" received the lowest rating with a mean of 2.90. This indicates slightly less than a moderate degree of use or impact corresponding, again, to what was found during the interviews. Several of the individuals interviewed spoke of instances where there was an impact on their career opportunities but they wouldn't admit that this impact was entirely the result of their involvement in research and development projects.

Project Characteristics Associated with Successful Projects

The last part of the survey instrument concerns project characteristics associated with successful research and development projects. A successful project was defined on the survey instrument as one that provided a useful product that influenced the intended users. Table 18 lists characteristics and the rating they received in respect to their degree of importance for a research and development project to become successful. The characteristics receiving the highest ratings were:

TABLE 18

CHARACTERISTICS	Year				Project Type							
	1975-76		1979-80		Curr. Devel.		Exemplary		Research		Total	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
53. Project director must be involved from inception. . . .	4.09	1.04	4.22	1.09	4.50	.58	4.18	1.08	3.83	1.17	4.14	1.01 •
54. Staff was involved with the planning.	3.45	1.04	3.78	.67	3.50	.58	3.82	1.17	3.50	.55	3.67	.91
55. Idea for the project originating locally.	3.82	.75	3.56	1.01	3.75	.96	4.00	1.00	3.33	.52	3.76	.89
56. High degree of cooperation and assistance from research and planning personnel.	3.18	1.33	2.22	1.48	3.50	1.29	2.09	1.38	3.67	1.03	2.81	1.44
57. Continuous communication between research and planning personnel and project staff	2.64	1.57	2.22	1.64	2.25	1.89	2.18	1.66	3.50	1.22	2.57	1.63
58. Good communication among project staff members.	4.18	.75	4.11	.78	4.00	.82	4.55	.69	3.67	.52	4.19	.75 •
59. Strong support from the administration.	4.27	1.01	4.13	.99	4.25	.96	4.70	.48	3.50	1.22	4.25	.97 •
60. Adequate support services (clerical, printing, etc.). .	4.27	.79	4.22	.83	4.25	.96	4.36	.81	4.00	.63	4.24	.77 •
61. Sufficient materials (supplies, equipment, etc.). . . .	3.82	.75	4.00	.71	3.75	.50	4.00	.77	3.83	.75	3.90	.70
62. Project flexibility (ability to change)	3.45	1.29	3.67	1.00	3.25	1.26	3.64	1.21	3.67	1.03	3.57	1.12
63. Built-in plan for disseminating products or results . .	4.00	.89	3.67	1.41	3.25	.50	4.09	1.30	3.83	.98	3.86	1.11
64. Built-in evaluation component	3.73	.79	3.33	.87	3.75	.96	3.45	.93	3.50	.55	3.52	.81
65. Sufficient flexibility allowed by funding agency in use of funds.	3.64	1.03	3.11	1.27	3.25	1.26	3.82	.87	2.83	1.33	3.43	1.12
66. Clearly defined objectives, definitions and procedures.	4.45	.69	4.00	.87	4.50	1.00	4.45	.69	3.83	.75	4.29	.78 •
67. Adequate amount of time for start-up activities	4.36	.67	3.89	.60	4.00	.82	4.36	.67	4.00	.63	4.1[illegible]	.68 •
68. Time allotted during regular school hours for planning and implementing project	4.09	1.22	3.00	1.32	3.50	1.73	4.00	1.18	3.17	1.47	3.67	1.35
69. Project designed to personally benefit participants . .	3.45	1.04	4.00	1.31	3.25	.50	4.00	1.15	3.50	1.38	3.70	1.13
70. Previous experience of staff members with similar projects or related training.	3.91	1.14	3.56	.73	3.50	1.00	3.73	.79	4.00	1.26	3.76	.94
71. High degree of visibility of the project within the district.	3.82	.87	3.67	1.00	3.25	.96	4.09	.70	3.50	1.05	3.76	.89
72. Acceptance of the project within the district	4.00	1.00	4.00	.71	4.00	.82	4.18	.98	3.83	.75	4.05	.86 •
73. Using advisory committee or other community groups in planning and implementing	3.36	1.29	2.89	1.45	3.25	1.50	3.27	1.42	3.17	1.47	3.24	1.37
74. Cooperation from staff not directly involved in project.	3.27	1.35	2.78	1.39	2.75	1.71	3.64	1.43	2.50	.84	3.15	1.39
75. Other * _____.												

* All omits

• Indicates important characteristics.

RATING SCALE: 1 = NA = Not Applicable/Don't Know 3 = MI = Moderate Importance 5 = VI = Very Important
2 = SI = Slight Importance 4 = I = Important

	Characteristics	Mean	S.D.
1.	Clearly defined objectives, definitions and procedures	4.29	.78
2.	Strong support from the administration	4.25	.97
3.	Adequate support services (clerical, printing, etc.)	4.24	.77
4.	Adequate amount of time for start-up activities.	4.19	.68
5.	Good communication among project staff members	4.19	.75
6.	Project director must be involved from the inception	4.14	1.01
7.	Acceptance of the project within the district	4.05	.86

The variations from the total responses were in the research projects category where they rated "previous experience of staff members with similar projects or related training" with a mean of 4.00 and "sufficient materials (supplies, equipment etc.)" with a mean of 3.83 in the top seven characteristics. "Continuous communication between research and planning personnel and project staff" receiving a mean of 2.57 ranked the lowest with a mean that fell between slight and moderate importance.

Comparing the three types/categories of projects with the project characteristics specified by each as the most important reveals a contrast between the research projects and the other two, curriculum development and exemplary. Research projects tend to be more insulated from the district, conducted by a smaller staff and usually develop fewer directly useful products. Thus, they are not as concerned with "cooperation from staff not directly involved in project (#74)" or "strong support from administration (#59)" as indicated by the lower rating received compared to the other two categories.

The research respondents, however, do want more access to the research and planning personnel as indicated by higher ratings listed for "high degree of cooperation and assistance from research and planning personnel (#56)" and "continous communication between research and planning personnel and project staff (#57)" as compared to the curriculum development and exemplary projects.

CHAPTER IV

MODEL FOR ASSURING AND ASSESSING IMPACTS OF VOCATIONAL EDUCATION RESEARCH AND DEVELOPMENT PROJECTS

Introduction

The major concern of this chapter relates to objective number five "Develop a process for identifying the impacts of vocational education research and development projects and activities."

Utilizing the data obtained from the personal interviews and the mailed survey instrument a model for assuring and assessing the impacts of curriculum development, exemplary/innovative and research projects conducted in the vocational education system was developed.

Based on the assumption that certain procedures must be initiated for research and development projects to become successful the following instruments are presented as a guide for assuring and assessing impacts of vocational education research and development projects. The instrument for assuring impacts cover the three segments of research and development projects; planning, implementing and disseminating. The instrument for assessing impacts involves project evaluation.

Assuring Impacts

The instrument for assuring impacts of vocational education research and development projects (Appendix C) provides a guideline to be used during each phase of the project. The first segment concerns planning which is very important for the simple reason that well planned projects have a greater chance for success. Individuals involved with vocational education research and development projects should read each statement concerning the planning phase and when they feel they have accomplished the requirements of that statement place a checkmark next to it to

signify that it has been completed. Some of the statements may not be appropriate in certain situations, such as, an individual may not require help with budget development due to past experiences, in this instance that statement may be automatically checked. Prior to moving on to the implementation phase the segment concerning planning should be completely filled in with checkmarks.

At the beginning of the implementation phase the statements should be reviewed and as with the planning phase when the requirement is fulfilled a check is placed in the appropriate space.

The final segment of the instrument for assuring impact concerns the dissemination of the results or product of the research and development project. This phase of the project is also very important, for without dissemination, project results can not have impact. The statements related to dissemination are checked off as before when the individual is satisfied that the requirements have been fulfilled.

This instrument is provided as a guide to assist individuals who become involved with vocational education research and development projects to assure that the project has a greater opportunity for success and impact.

Assessing Impact

The instrument for assessing the impacts of vocational education research and development projects (Appendix D) provides a guideline to be used after the project(s) is completed to determine whether the conditions that facilitate impact have been fulfilled. This instrument can also be used prior to the start of the project(s) so the individual(s) involved with the project(s) can note what conditions are required to facilitate impact. The instrument should be used by the project director and an outside evaluator not associated with the project.

Each statement should be reviewed and if the evaluator thinks the statement has been satisfied, a check is placed in the Yes column. If not, a check is placed in the No column. Depending on the situation if the majority of the yes column is checked, there is a high degree of probability that the project is a success or has potential for success.

RECOMMENDATIONS

The following recommendations are made on the assumption that research and development projects will continue to be an integral part of the Wisconsin Vocational, Technical and Adult Education system.

- Personnel in the VTAE system involved with research and development projects could use this survey instrument or part of it as an evaluation tool to measure the effectiveness of current and future projects conducted within the systems.

- It is recommended that the Wisconsin Board of Vocational, Technical and Adult Education continue funding vocational education research and development projects using the characteristics associated with successful research and development projects defined by this study as a guideline or checklist for predicting the future success of each project.

- The research and planning personnel for each VTAE district are encouraged to investigate the types of the assistance needed during the planning stage of research and development projects, and whenever possible, take the necessary steps to satisfy these needs.

- The research and planning personnel for each VTAE district are encouraged to examine the factors which can impede the implementation of research and development projects, and take the necessary steps to alleviate those within their control.

Appendix A

General Interview Letter
Interview Questionnaire

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

Date

Name

Address

Dear :

Enclosed is a list of the projects we have compiled for the Impacts of Vocational Education Research Activities on Vocational Education Practices study we are conducting. The projects we have selected for the interview process are indicated by a checkmark, we would like to speak with the project director or with someone knowledgeable about the project, alternate projects are also underlined. Feel free to add any project we may have overlooked.

I will be arriving at (Location) at (Time) to conduct the interviews. Each interview will last between 40 to 50 minutes so you can schedule accordingly.

Thank you for your time and cooperation, if you have any questions concerning our visit or project feel free to call me at 715-232-1126.

Sincerely,

William Cotter

William Cotter
Research Assistant

Enclosure

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

INTERVIEW QUESTIONNAIRE

PROJECT TITLE: _____

LOCATION: _____

FISCAL YEAR FUNDED AND AMOUNT: _____

YOUR PRIMARY PROFESSIONAL ROLE: _____

1. Would you briefly describe the purpose of the project? _____

2. What were the main objectives? _____

3. In brief, what was done? _____

4. What were the principal results or main products of the project? _____

5. Who were the primary audience(s) or intended user(s)? _____

6. How were the products or results disseminated and to what extent or how wide of area? _____

7. Did any other district adopt the results of this project? _____

8. Where did the idea for this project originate? _____

9. Have other products been developed as a result of the project which were not planned? _____

10. What impact has participation in a project had on your school, its programs, services? _____

11. What impacts has participation in a project had on your professional growth and/or development?_____

_____

12. Has participation in a project had an impact on the career path of you or any member of the project?_____

_____

IF YOUR PRIMARY PROFESSIONAL RESPONSIBILITY IS NOT TEACHING, GO TO #15.

13. What impact has participation in a project had on the courses you teach?_____

_____

14. Has participation in a project had an influence on the students you teach? If yes, please explain._____

_____

15. What impact has participation in a project had on the students?_____

_____

16. What impacts has participation in a project had on your work? (other than teaching)_____

_____

17. What assistance, resources, etc. would you need to develop and/or participate in another project?_____

18. How many previous projects have you done?_____

19. Have you or are you developing any more projects? If yes, briefly describe projects._____

_____

_____

20. What major barriers or factors which impeded your progress were encountered during the project?_____

_____

21. Are there any other impacts from the project(s) you feel important that have not been mentioned?_____

_____

_____

Appendix B

Letter to Research and Planning Personnel
Letter to Project Personnel Directors
Impacts Survey Instrument

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

Date

Name

Address

Dear :

Currently we are involved in a study to develop a process for identifying the impacts of vocational education research and development projects and activities. We are also identifying the impacts of selected research projects on VTAE programs and students. Your cooperation in helping us identify these impacts is essential to the success of our project.

Enclosed is a questionnaire which we would like the project director or someone knowledgeable about the project to complete. The projects selected from your district are:

Number and Project Title

If the person(s) involved in these projects are no longer available or the projects selected were never initiated, the following alternate projects would also be acceptable.

Number and Project Title

You may also include any project not listed, but we ask that they be from the years of 1970-71, 1975-76, 1979-80.

We would appreciate it if these questionnaires were completed and returned in the stamped self-addressed envelopes as soon as possible.

Thank you very much for your time and cooperation and if you have any questions in regards to the questionnaire or the study, feel free to call us at 715-232-1382.

Sincerely,

William Cotter

William Cotter
Research Assistant

Orville Nelson
Co-Director/Center for Vocational,
Technical and Adult Education

Enclosure

UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

UNIVERSITY OF WISCONSIN
STOUT
MENOMONIE WISCONSIN 54751

April 20, 1982

Dear Colleague:

Currently we are involved in a study to develop a process for identifying the impacts of vocational education research and development projects and activities. We are also identifying the impacts of selected research projects on VTAE programs and students. Your cooperation in helping us identify these impacts is essential to the success of our project.

You possess the knowledge and expertise required to help us identify these impacts due to your participation in a research and development project. We ask that you take approximately 15-20 minutes of your valuable time and complete the enclosed questionnaire which has been designed to reduce response time. Your responses will remain confidential.

Please complete and return the questionnaire in the stamped self-addressed envelope as soon as possible. Thank you very much for your time and cooperation and if you have any questions in regard to the questionnaire or study, feel free to call us at 715-232-1382.

Sincerely,

Orville Nelson
Co-Director/Center for Vocational, Technical and Adult Education

William Cotter
Research Assistant

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UNIVERSITY OF WISCONSIN-STOUT IS AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION UNIVERSITY.

Impacts Study of Vocational Education Research and Development Projects

Planning.

Directions: The following questions pertain to the planning stage of the project. Please read the following questions and place a check (✓) in the appropriate space.

1. Where did the idea for the project originate? (Check all that apply.)

   _____1. Project Director.
   _____2. Research & Planning Personnel.
   _____3. Staff.
   _____4. Administration.
   _____5. Outside Source.
   _____6. Other_____.

2. Where did you receive the most assistance in planning the project?

   _____1. Research and Planning Personnel.
   _____2. Co-workers.
   _____3. Advisory Committee.
   _____4. Outside Source.
   _____5. Other_____.

3. Was an evaluation component included in the planning stages to measure impact?

   _____1. No. _____2. Yes.

4. Were the objectives or specific outcomes clearly and carefully planned?

   _____1. No. _____2. Yes.

5. Have other projects or products been developed as a result of the project which were not anticipated when the original proposal was developed?

   _____1. No. _____2. Yes. (Please identify)_____

6. How many projects have you been involved with previous to this one?

   _____1. None.
   _____2. 1-2.
   _____3. 3-4.
   _____4. 5-6.
   _____5. 7 or more.

7. Was a plan included in the project proposal for disseminating the results of the project?

   _____1. No.(If no, go to Item 10.) _____2. Yes. (If yes, go to Item 8.)

8. Was a specific target population identified for the use of the materials from the project?

   _____1. No. (If no, go to Item 10.) _____2. Yes. (If yes, go to Item 9.)

9. Was the target population primarily students?

   _____1. No. _____2. Yes.

Directions: The following statements relate to the type of assistance needed during the planning stage of the project. Read each statement and rate the level of need you had during the planning of your project by circling the appropriate response. Use the following rating scale.

1 = NA = Not applicable
2 = NN = No Need
3 = SN = Slight Need
4 = MN = Moderate Need
5 = HN = High Need

	ASSISTANCE	Level of Need NA 1	NN 2	SN 3	MN 4	HN 5
10.	Proposal writing.	1	2	3	4	5
11.	Budget development.	1	2	3	4	5
12.	Research design and statistics.	1	2	3	4	5
13.	More support staff (clerical, etc.)	1	2	3	4	5
14.	Better communication between research and planning personnel and project staff.	1	2	3	4	5
15.	More cooperation from research and planning personnel .	1	2	3	4	5
16.	More cooperation from co-workers/staff not involved in the project for their expertise.	1	2	3	4	5
17.	More support and recognition from administration. . . .	1	2	3	4	5
18.	More time	1	2	3	4	5
19.	More financial assistance	1	2	3	4	5
20.	Obtaining information related to project.	1	2	3	4	5
21.	Other_____	1	2	3	4	5

22. In what year was your project completed?_____

23. In which of the following categories would your project be placed?

_____1. Curriculum Development. (Development and implementation of new programs, revision of existing program, or dissemination of curriculum materials)

_____2. Exemplary/Innovative. (A project which develops a creative, appropriate and/or specially designed process/product aimed at satisfying a local educational need. It also has implications for replication throughout the state.

_____3. Research.

-please go to the next page-

Implementing

Directions: The following section relates to the implementation phase of research and development projects. Listed are factors which can impede the progress of implementing research and development projects. Read each statement and rate the degree of seriousness by circling the appropriate response as it relates to your project. Use the following rating scale.

1 = NA = Not Applicable 2 = NS = Not Serious 3 = SS = Somewhat Serious
4 = S = Serious 5 = VS = Very Serious

	FACTORS	Degree of Seriousness NA 1	NS 2	SS 3	S 4	VS 5
24.	The large volume of work in the allotted time	1	2	3	4	5
25.	Insufficient time	1	2	3	4	5
26.	Lack of flexibility built into project.	1	2	3	4	5
27.	Staff changes during project.	1	2	3	4	5
28.	The overall administration of the project	1	2	3	4	5
29.	Poor or outdated equipment.	1	2	3	4	5
30.	Lack of cooperation from outside sources.	1	2	3	4	5
31.	Lack of knowledge in a specific area (task analysis, budgets, etc.).	1	2	3	4	5
32.	Misinterpretation/lack of communication among staff members and other key people.	1	2	3	4	5
33.	Project changes	1	2	3	4	5
34.	Other (Please specify)_____	1	2	3	4	5

35. How many districts do you feel could make use of the materials from your project? (Include your own district in this number.)

_____1. None.
_____2. 1-3.
_____3. 4-7.
_____4. 8-11.
_____5. 12 or above.

36. How many staff members in your district are using the materials from your project?

_____1. None.
_____2. 1-3.
_____3. 4-7.
_____4. 8-11.
_____5. 12 or above.

37. What was the length of time your project had impact on staff, students, school or the district?

_____1. Not applicable/Don't know.
_____2. Less than a year.
_____3. 1-2 years.
_____4. 3-4 years.
_____5. 5 or more years.

-please go to the next page-

38. What was the major source for the dissemination of the materials from your project?

_____1. Mail (sending final reports).
_____2. Mail (correspondence requesting information).
_____3. Workshops or conferences.
_____4. Resource center in VTAE district.
_____5. Resource centers funded by U.S.O.E.
_____6. Use in teaching.
_____7. Other (Please specify)_____

39. Are the results of the project still in use?

_____1. No. _____2. Yes.

Directions: The following list of statements pertain to the degree of use or impact research and development projects have. Read each statement and rate the degree of use or impact you feel your project had by circling the appropriate response. Use the rating scale below.

1 = NA = Not Applicable/Don't Know. 2 = L = Low 3 = M = Moderate 4 = H = High
5 = VH = Very High

STATEMENTS	Degree of Impact				
	NA	L	M	H	VH
	1	2	3	4	5
40. The project had the intended effect on target population.	1	2	3	4	5
41. The project could be implemented in other locations with reasonable expectations of comparable results. .	1	2	3	4	5
42. The products or results of the project were readily made available outside the district	1	2	3	4	5
43 Participation in a research and development project has had a positive impact on my professional growth and development	1	2	3	4	5
44. Participation in a research and development project has had an impact on the career opportunities of project staff	1	2	3	4	5
45. Participation in a research and development project has had a positive impact on my work.	1	2	3	4	5
46. Other_____	1	2	3	4	5

If your primary responsibility is not teaching, please go to Item 53.

47. Because of my participation in a research and development project, the students in my classes have been positively affected	1	2	3	4	5
48. Participation in a research and development project has helped or improved my teaching.	1	2	3	4	5

-please go to the next page-

STATEMENTS	Degree of Impact NA 1	L 2	M 3	H 4	VH 5
49. The courses I teach have been revised due to my participation in a research and development project .	1	2	3	4	5
50. New courses have been developed from participating in a research and development project	1	2	3	4	5
51. The learning environment has been positively affected by participating in a research and development project.	1	2	3	4	5
52. Other (Please specify)_____	1	2	3	4	5

Project Characteristics

Directions: The next part of the questionnaire deals with project characteristics associated with successful research and development projects. A successful project is one that provides a useful product that influences the intended users. Read each characteristic and rate the degree of importance for a research and development project to become successful. Circle the appropriate response using the rating scale below

1 = NA = Not Applicable/Don't Know 2 = SI = Slight Importance 3 = MI = Moderate Importance
4 = I = Important 5 = VI = Very Important

CHARACTERISTICS	Level of Importance NA 1	SI 2	MI 3	I 4	VI 5
53. Project director must be involved from inception. . .	1	2	3	4	5
54. Staff was involved with the planning.	1	2	3	4	5
55. Idea for the project originating locally.	1	2	3	4	5
56. High degree of cooperation and assistance from research and planning personnel	1	2	3	4	5
57. Continuous communication between research and planning personnel and project staff	1	2	3	4	5
58. Good communication among project staff members. . . .	1	2	3	4	5
59. Strong support from the administration.	1	2	3	4	5
60. Adequate support services (clerical, printing, etc.).	1	2	3	4	5
61. Sufficient materials (supplies, equipment, etc.). . .	1	2	3	4	5

-please go to the next page-

	CHARACTERISTICS	Level of Importance NA 1	SI 2	MI 3	I 4	VI 5
62.	Project flexibility (ability to change)	1	2	3	4	5
63.	Built-in plan for disseminating products or results .	1	2	3	4	5
64.	Built-in evaluation component	1	2	3	4	5
65.	Sufficient flexibility allowed by funding agency in use of funds.	1	2	3	4	5
66	Clearly defined objectives, definitions, and procedures.	1	2	3	4	5
67.	Adequate amount of time for start-up activities . . .	1	2	3	4	5
68.	Time allotted during regular school hours for planning and implementing project	1	2	3	4	5
69.	Project designed to personally benefit participants .	1	2	3	4	5
70.	Previous experience of staff members with similar projects or related training.	1	2	3	4	5
71.	High degree of visibility of the project within the district.	1	2	3	4	5
72.	Acceptance of the project within the district	1	2	3	4	5
73.	Using advisory committee or other community groups in planning and implementing.	1	2	3	4	5
74.	Cooperation from staff not directly involved in the project	1	2	3	4	5
75.	Other (Please specify)_____	1	2	3	4	5

Thank you for responding. Please return to: Orville Nelson/William Cotter
Center for VTAE
226 Applied Arts Building
UW-Stout
Menomonie, WI 54751

Appendix C

Checklist for Project Planning

61

MODEL FOR ASSURING IMPACT

CHECKLIST FOR PROJECT PLANNING

District _____ Project Director _____

Date _____ Project Staff _____

_____

_____

Project Title _____

_____

Directions: READ THE ENTIRE INSTRUMENT PRIOR TO THE START OF THE PROJECT. During each phase of the project; planning, implementation, and dissemination, complete the segment of the instrument associated with that phase. Place a checkmark next to each statement after the requirements have been fulfilled. Complete each segment before moving on to the next one.

Planning	Statement
____1.	Contacts with WBVTAE and/or other resource agencies for preliminary approval made.
____2.	Project directors involved form inception.
____3.	Project staff and potential staff involved with planning.
____4.	Help of research and planning personnel obtained for proposal development.
____5.	Support of research and planning personnel with research design and statistics was enlisted.
____6.	Aid of research and planning personnel obtained for budget development.
____7.	Objectives or specific outcomes are clearly defined.
____8.	Definitions are clearly defined.
____9.	Target population is identified.
___10.	Adequate flexibility is built into project.
___11.	Procedures for project completion are clearly stated and completely understood by director and staff.
___12.	Support of administration enlisted.

___13. Adequate support services (clerical, accounting, printing, etc.) are included in plan.

___14. Sufficient materials are included in plan.

___15. Adequate amount of time for start-up activities is included.

___16. Sufficient amount of time is allowed for the proper completion of project.

___17. Support of co-workers not directly involved in the project for their expertise was obtained.

___18. Continous communication among staff members is planned. (weekly, daily meetings)

___19. Evaluation component is included in proposal.

___20. A plan for disseminating project results or products is included.

___21. Advisory committee and other advocate sources are included in the planning phase.

___22. Project acceptance is verified within the district.

___23. Related training or information related to project is provided to project staff.

___24. Review checklist for project evaluation - model for assessing impact.

Implementation

____1. Sufficient time will be allowed for implementation.

____2. Adequate support services will be provided. (clerical, accounting, printing etc.)

____3. Sufficient material will be furnished.

____4. Continous communication among project staff will be conducted.

____5. Continous communication between research and planning personnel and project staff will be conducted.

____6. Built-in flexibility of project will be provided.

____7. Staff not involved in project will be enlisted for their expertise.

____8. Cooperation from outside sources will be provided.

____9. Project acceptance within the district will be high.

___10. Project could be implemented in other locations with reasonable expectations of comparable results.

Dissemination

_____1. Products or results from project will be made available to district administration.

_____2. Products or results from project will be made available districtwide (mailings, conferences, workshops, etc.)

_____3. Products or results from project will be made available statewide. (VTAE resource center)

_____4. Products or results from project will be made available nationwide. (ERIC, etc.)

_____5. The project has good potential to have the intended effects on the target population.

_____6. The project has good potential to have an effect on others besides the target population.

_____7. Staff members in the district will be provided the opportunity to use project results.

_____8. Other VTAE districts will be provided the opportunity to utilize the results or products from the project.

_____9. Resources will be available in the district to continue the project.

_____10. Progress reports made available to appropriate public.

Appendix D

Checklist for Project Evaluation

MODEL FOR ASSESSING IMPACT
CHECKLIST FOR PROJECT EVALUATION

District _____ Project Director _____

Date _____ Project Staff _____

_____

Project Title _____

Directions: Read each statement carefully and place a checkmark in the Yes column if you are satisified that the requirements for that statement has been fulfilled. If you have reason to doubt that the requirements have not been fulfilled place a checkmark in the No column.

Assessing Impact

Yes	No		Statement
___	___	1.	Project director was involved from inception.
___	___	2.	An evaluation component was included in proposal.
___	___	3.	The objectives or specific outcomes were clearly stated.
___	___	4.	A specific target population was identified for the use of the materials.
___	___	5.	Procedures for completing the project were clearly defined.
___	___	6.	Definitions were clearly defined.
___	___	7.	Administration provided adequate support.
___	___	8.	Research and planning personnel provided adequate support.
___	___	9.	Amount of time was adequate for completion of project.
___	___	10.	Advisory committee or other outside sources were utilized during the project.
___	___	11.	Communication among project staff was sufficient.
___	___	12.	Project acceptance within the district was high.
___	___	13.	The products or results of the project were made available to the administration.

Assessing Impact

Yes	No		Statement
___	___	14.	The products or results of the project were disseminated districtwide. (Mailings, reports, workshops, conferences etc.)
___	___	15.	The products or results of the project were disseminated statewide. (VTAE resource center)
___	___	16.	The products or results of the project were disseminated nationwide. (ERIC)
___	___	17.	The project had the intended effect on the target population.
___	___	18.	The project had an effect on others besides the target population.
___	___	19.	Other VTAE districts could make use of the product or results from this study.
___	___	20.	The results or products from this project are still in use.
___	___	21.	Other staff members in the district are using the results or products from the project.
___	___	22.	Participation in a research and development project has had a positive effect on the director/project staffs professional growth and development.
___	___	23.	Other projects or products have been developed as a result of the original project which were not anticipated.
___	___	24.	Products were relevant.
___	___	25.	Other states have requested information concerning the results from this study.